



# One and All

A facilitator's guide  
to assist in the delivery of  
TAAENV402A Foster and promote  
an inclusive learning culture



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# Introduction



## Introduction

### What is in this guide?

Welcome to **One and All: A facilitator's guide to assist in the delivery of TAAENV402A Foster and promote an inclusive learning culture**. This guide is designed to help you deliver and assess the unit.

The guide has been developed for delivery in an educational institution such as a TAFE or delivery in the workplace and private or community providers who deliver the TAA course. Many examples in the guide are taken from a formal educational environment such as a TAFE but the issues, principles, and strategies apply equally to training delivered in less formal environments, including the workplace.

The focus is on being inclusive, which means engaging learners. It's about trainers (your participants) refining their practice to ensure they don't exclude anyone. Inclusive teaching and learning is an approach which focuses on removing barriers to successful participation in education for learners.

We recommend that prior to reading this guide and preparing to deliver the unit, you access a copy of the unit of competency.

This guide is written for you as the **facilitator** delivering the unit to participants as set out in the following diagram. Throughout the resource, the term '**participants**' refers to people who are completing the TAAENV402 and the term '**learners**' refers to people who will ultimately undertake a learning program delivered by the participants.





## **FACILITATOR**

Person delivering TAAENV402

The facilitator aims to demonstrate inclusive practices by teaching inclusively



## **PARTICIPANTS**

People undertake TAAENV402 as part of a workplace requirement or professional development activity

Participants aim to develop skills and incorporate these skills and principles of inclusive learning into their delivery as trainers



## **LEARNERS**

Seeking recognition of prior learning (RPL)

Students in a TAFE or other organisation including full-time, casual, part-time, trainee, apprentice etc.

Work place







**A core principle of inclusive teaching is that a 'one size fits all' approach will not be the best method of teaching.**

Inclusive teaching practices encourage the use of multiple strategies to deliver and provide ways for learners to demonstrate their skills and knowledge. Practising inclusively means recognising and considering the differences in the learner group. These differences may include but are not limited to:

- religious practices
- cultural and linguistic diversity
  - English as a second language
  - Indigenous culture
  - other cultural differences
- health conditions
- medical conditions
- disabilities including acquired brain injury, learning disabilities, sensory impairments, physical disability, intellectual disability, mental health conditions, and chronic medical conditions
- age, gender and sexuality
- young people who left school early
- older learners returning to study
- single parents returning to study
- part-time students
- refugees
- survivors of trauma.





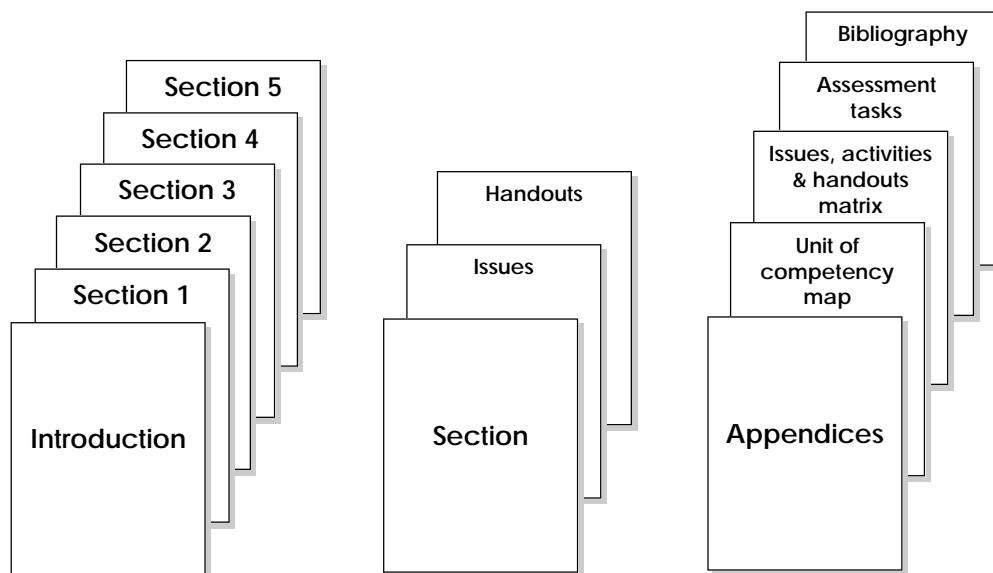
## How is this guide structured?

As outlined in the diagram below, this guide contains an introduction followed by five sections that align with the competency unit. Each section contains issues to incorporate into delivery, and activities and handouts to reinforce the learning.

**Appendix 1** contains a matrix that maps the sections in the guide to the elements and performance criteria from the unit of competency.

**Appendix 2** contains a summary from each section of the issues to incorporate into delivery, the activities, and the relevant handouts. Some activities and handouts are used more than once.

There are some suggested assessment tasks in **Appendix 3**, and a bibliography including other suggested resources can be found in **Appendix 4**.



**Note:** The handouts are set out on separate pages to make it easier for you to use them in delivery.





These are the section titles.

1. Knowing your learners
2. Taking diversity on board
3. Utilising support
4. Improving practice by teaching in an inclusive way
5. Promoting a culture of learning

Each of the sections contains the following elements.

1. **Introduction** and overview.
2. **Issues to incorporate into your delivery** and activities to support your delivery. In many cases there is more than one activity per issue, and you can choose the activity that best meets the needs of your participants.
3. **Handouts** to support activities. Handouts are presented on separate pages to enable you to distribute them easily to your participants or use them as overheads, PowerPoint slides, and so on.

### Using this guide

As the facilitator of this unit, you bring insights and a wealth of experience that will enhance your participants' experience. It is important that the information about inclusive teaching and facilitating an inclusive learning culture is modelled in the delivery of this unit. It is also important to recognise the diversity of skills and knowledge that participants bring to the program. Utilising participants' skills and knowledge throughout the program is one example of inclusiveness. Doing this provides a rich learning opportunity that values the participants' existing skills, experience and knowledge.

This guide is an aid for you to use as it suits you. For example, not every issue has a matching activity; you can





choose one, two, three, or more activities, or none at all. It is up to you to choose as few or as many as you need.

We hope that this guide will help you by providing:

- activities to support and reinforce your delivery
- background information to help you deliver this unit.

### Time

You will deliver this unit in 10 nominal hours. This timeframe will allow you to use only those activities and handouts that suit your participants' needs.

### Icons

In this guide you will see icons like this.



These icons cross-reference to other related units in the TAA4014 qualification.

- TAADES401A Use Training Packages to meet client needs
- TAAENV401A Work effectively in vocational education and training
- TAAENV403A Ensure a healthy and safe learning environment





## Why do you have to deliver or study TAAENV402A?

### Qualification

**TAAENV402A Foster and promote an inclusive learning culture** is a core unit in the TAA4014 Certificate IV in Training and Assessment qualification.

### Government strategy

Inclusive learning is a flagship of UNESCO and is spelled out in the 'Shaping our Future' document.

*Shaping our future: Australia's national strategy for VET 2004-2010* was agreed to by ministers in 2003. This national strategy highlights the importance of diversity in growing a more skilled workforce. For vocational education and training, it points to the need for the system to value and support diversity and to design products and services to suit all learners. Research conducted by the Australian National Training Authority in 2002 has also shown that ongoing formal and informal professional development for trainers is critical in achieving quality outcomes for all students (Department of Education, Science and Training 2004). This unit is one response to the national agenda of inclusive practices and universal design.

### The role of managers

Management support to help build an inclusive learning culture is essential. Inclusiveness needs to be modelled across organisations in order for it to become part of the learning culture.





## How does this guide model inclusive practice?

This guide models inclusive practice in:

- choice of **font** (people with dyslexia, those with vision impairment, and older Windows users all have preferred fonts). We have chosen a sans serif font – Century Gothic – that is included in most standard operating systems, can be used with Windows XP to Mac OSX, and will translate to the web, if needed. Sans-serif fonts have plain endings, and appear blockier than serif fonts. They do not have the flared extensions, strokes, or other kinds of ornamentation that can impact on readability. ‘Sans’ means ‘without’, and ‘serif’ refers to the extra strokes, or lines. Other recommended sans serif fonts include Arial, Tahoma, Trebuchet MS, and Verdana
- **size** of font (this guide is in size 13 point)
- a border that includes **graphics as a contrast** to the text but is also not so busy that it affects readability
- icons that are **screen reader-friendly**
- **content** (we have considered the people who will use this resource and have involved them in the process)
- a **variety of activities** included that can be **negotiated** with participants to decide those that are appropriate
- the **types of activities** incorporated in this guide, eg, role-play, group work, stories, reflection, which are examples of those delivery strategies that promote an inclusive culture
- **terms** used in this guide. The competency standard uses the terms ‘individual differences’ and ‘particular needs’. In this guide we use terms like ‘additional support needs’, ‘additional learning requirements’ and ‘learning disability’ that are recognised across the sector.







## What will participants achieve?

Participants who complete TAAENV402A will learn more about the effects of disability on learning, enabling them to provide the benefits to all learners, and hopefully inclusive practice may become automatic to them as trainers.

Note that there may be more examples in this guide that are related to disability than to other additional learning requirements. The reasons for this include:

- when accommodations, or adjustments to teaching and learning are put in place to remove or minimise barriers to education for a person with disability, all learners benefit through the process, and
- trainers are stating that they need to know more about the effects of disability on learning and how they can incorporate this knowledge into their practice.

With conscious application and a sensitive approach to the learner group, inclusive practice will eventually become automatic for trainers. This occurs through the process of unconscious competence to conscious competence (practising inclusively in all aspects of training development, delivery, and assessment, automatically).

An outline of Howell's theory describing the four stages involved in achieving unconscious competence can be found at:

[http://changingminds.org/explanations/learning/consciousness\\_competence.htm](http://changingminds.org/explanations/learning/consciousness_competence.htm)

In the following diagram, the stages from unconscious incompetence to unconscious competence are outlined.





Unconscious  
incompetence

This is the stage where you are not even aware that you do not have a particular competence



Conscious  
incompetence

This is when you know that you want to learn how to do something but you are incompetent at it



Conscious  
competence

This is when you can achieve a particular task but you are very conscious about everything you do



Unconscious  
competence

This is when you finally master the task and do not even think about what you have done, for example, when you have learned to ride a bike successfully.

This guide is designed to help the transition from unconscious incompetence (in this case not knowing you're not being inclusive) to unconscious competence where inclusive practices are automatic.

**Inclusive practices are central to a learner-centred model of teaching and learning.**







# Section 1

Knowing your learners



## Section 1 Knowing your learners

This section aligns with performance criteria 1.1 and 1.2





### Introduction

This section provides the background to the rest of the guide. It is all about:

- the meaning of inclusion
- the effects of exclusion on people and their learning
- those who may not feel included if accommodations and adjustments are not part of everyday teaching practice.

This section aims to help participants recognise these needs in their learners so that they can address those needs in their teaching practice.

### Issues to incorporate

In this section, the focus will be on increasing participants' awareness of the following issues to enable them to deliver training in an inclusive way. We will look at:

- knowing what inclusive practice is
- knowing the groups covered by legislation
- recognising diversity
- knowing your demographics
- understanding the prevalence of learning disability
- knowing the main skills affected by learning disability
- being aware of perception
- understanding the impact of exclusion
- teaching practice that actively and deliberately includes all learners in the learning process.





## Knowing what inclusive practice is

Inclusive practice is about engaging with learners and applying a reflective and consultancy process to all aspects of resource design, training delivery and assessment. This reflection process interrogates our teaching practice personally and professionally in an attempt to detect approaches that might inadvertently exclude a person or group from genuine participation.

Inclusive practice is a learner-centred approach to teaching. Teachers who are learner-centred foster relationships with individual learners. Through these relationships, teachers develop an awareness of the skills and knowledge of each learner and this awareness creates an understanding of where barriers to learning might occur for learners. Teachers can respond by modifying practice to ensure all learners are able to fully participate.

## Knowing the groups covered by legislation

When you discuss with participants the groups that might be excluded, it is likely that groups such as women, some ethnic groups, the aged, youth and people with disabilities that are visible, will be suggested readily. It is important for participants to recognise that many issues resulting in barriers to learning are invisible and often quite diverse. These differences must be considered in our teaching methods.

The aims of equal opportunity legislation and the Disability Standards for Education are to prevent behaviours that exclude.

**Discuss with participants that the competency unit uses the term 'particular needs', but we suggest that the term 'additional learning requirements' is more appropriate.**





**Activity: Individual differences**

Encourage participants to think about individual differences between people, rather than just immediately offering the 'easy' ones. Individual differences may include:

- learning disabilities
- literacy and numeracy needs
- languages other than English (LOTE)
- cultural backgrounds
- images and perceptions
- socio-economic backgrounds
- age
- gender
- sexuality
- religious practices
- intellectual disability
- medical conditions such as arthritis, epilepsy, diabetes and asthma
- physical disability such as cerebral palsy
- mobility, psychological or psychiatric impairment
- sensory disabilities such as vision or hearing impairment
- mental health condition.

Encourage participants to read and discuss **Handout: What are the Disability Standards for Education?**





## Recognising diversity

Diversity is only visible sometimes. It is not always apparent that there are additional learning requirements. A person may appear fine but could have hidden difficulties such as poor literacy skills, hearing impairment, vision impairment, stress, depression, literacy, and the effects of medication. A person with a disability or a learning difficulty may not want to reveal the disability (disclosure is dealt with in Section 2).

### Activity: Additional learning requirements

Ask participants to think about the groups of people who may have 'additional learning requirements'. You may need to prompt them to think of 'invisible' needs. Use the list they come up with as an example of diversity.

Learners with additional learning requirements may include:

- Aboriginal and Torres Strait Islander people
- under-represented, rural and remote learners
- people with disability
- people from non-English-speaking backgrounds
- youth at risk
- survivors of torture and trauma
- refugees and asylum seekers.

Use **Handout: Learner profiles** as a springboard. Ask participants to list some invisible differences that could create learning difficulties for each of the learners identified.





## Knowing your demographics

Discuss with participants the visible differences in a community and how these might affect learning. For example, is there a predominance of Anglo-Saxon people in the community, or are particular ethnic groups or members of the local Indigenous community strongly represented?

### Activity: Demographic impact

Discuss other demographic factors that may impact on communities, for example, parents with childcare responsibilities, income issues; impact of medication, for example, fatigue, stressful home life, homelessness.

Another aspect to consider is generational issues. For example, technology can be quite intimidating for mature-aged people and some migrants.

## Understanding the prevalence of learning disability

It is recognised that up to 10% of our population is not able to learn using the traditional methods.

It is likely that this group of people have what is known as a learning disability or dyslexia.

Disability and academic support officers in the Higher Education and TAFE sectors acknowledge that the fastest growing issue in education is that of people with learning disabilities.

Learning disabilities are reflected across all demographics and can mean dual difficulties. For example, a parent of young children who is returning to study already has the pressures of fitting a study program in with child and family responsibilities. A person with a learning disability will need to apply much more time to study than a learner without







learning disability – this can add further stress to the situation.

Reports from TAFE youth programs indicate that up to 80% of participants in those programs left secondary school because of difficulties with learning. This means trainers need to be very aware of teaching and learning strategies that will overcome barriers for this group of learners.

### **Learning disability**

The term 'learning disability' is used to refer to a learning difficulty that is unexpected given the general intelligence of the affected individual. That is, the academic performance of the affected person is much lower than the individual's general intelligence would predict.

Learning disabilities are not to be confused with an intellectual disability and is in no way related to intelligence. In fact, people with learning disabilities have a minimum of average intelligence and research has shown that a significant percentage of this group have higher than average intelligence, but people with learning disability have often taken on a 'dumb' label because they and their former educators have not understood their difficulties. Returning to study is often very stressful for people with learning disability as they have usually had a very negative engagement with learning in the past.

### **Knowing the main skills affected by learning disability**

There are many famous people who have learning disabilities. A learning disability does not prevent success.

You can access a list of famous people with learning disability from:

<http://www.schwablearning.org/articles.aspx?r=258>







Learning disabilities range in severity. They invariably interfere with the acquisition or use of one or more of the following important skills:

- oral language (eg, listening, speaking, understanding)
- reading (eg, decoding, comprehension)
- written language (eg, spelling, written expression)
- mathematics (eg, problem solving).

### **Activity: Considerations for written work**

Provide participants with the following sentence as an example of considerations needed when setting written work. Ask them what their first response would be if they received this as a submitted piece of work.

**When a state execute one of its civiisen. It leave the execute to carried out by a few of its member hiding away society.**

Give participants the next sentence. Explain that this shows how the writer was able to read it out fluently.

**When a state executes one of its citizens, it leaves the execution to be carried out by a few of its members, which hides it away from society.**

Tell the participants that this sentence comes from a sample of work from a learner with dyslexia. Ask participants what the difference between these two sentences shows.

Ask participants if this has implications for the method of assessing used and knowing their learners.

Discuss **Handout: Effects of disabilities on learning.**





## Being aware of perceptions

We live in a diverse community and this is reflected in our learner populations.

The following activities are designed to encourage participants to be careful of perceptions.

### Activity: Be aware of perceptions

Discuss **Handout: Learner profiles**. Encourage participants to analyse their perceptions of the learners.

Use **Handout: Sally's story** to discuss with participants the assumptions (perceptions) Sally makes.

Ask participants what Sally needed to know about her learners before her class started.

In hindsight, how could Sally have planned better?

## Understanding the impact of exclusion

Feeling discriminated against is one of the impacts of being excluded, particularly if it is because you have a difference of any kind yourself.

Recognise the indicators of feeling excluded. These could include:

- withdrawal from peers
- poor attendance
- anxiety
  - good participation in class but no submission of assessments
  - attendance in class but minimal participation
  - restlessness





- frequent absences from class during the day
- silence
- resistance
- indicators of anger reflected through body language.

Exclusion and discrimination are the direct opposites of inclusiveness. Feelings of exclusion and discrimination reduce opportunities for learners and make them feel so uncomfortable that their capacity to learn is reduced.

### Activity: Steve's assessment task

Steve introduced the unit '**Working in teams**' and outlined the assessment task. He explained that completion of this task was compulsory to achieve competency in the unit. The assessment task was to provide a 1000 word written report outlining the qualities of an effective team.

Discuss how this is an example of **exclusion**, ie, not inclusive practice. In what way?

How could Steve demonstrate inclusive practices with his assessment tasks?





## Including one will mean including more

Through a learner-centred approach we develop skills to sensitively and professionally remove barriers to participation for particular individuals. This often results in an improved learning environment for others at the same time.

### Activity: Include one and all

Distribute **Handout: Anne in the computer lab**. Discuss the story as an example of inadvertent exclusion on the part of the trainer.

Emphasise how:

- even an experienced trainer can feel excluded
- Anne continues to feel affected as this situation reoccurs.

Discussion questions are provided at the end of the handout.





Section 1 Knowing your learners





## Section 1 Handouts





## Handout: What are the Disability Standards for Education?



The Disability Standards for Education were formulated under the *Disability Discrimination Act 1992* (Commonwealth) and tabled in 2005.

The standards clarify the obligations of education and training providers to ensure that learners with a disability are able to access and participate in education without experiencing discrimination.

The standards cover the areas of enrolment, participation, curriculum development, accreditation and delivery, student support services, elimination of harassment and victimisation.

Each area includes a statement of the rights or entitlements of learners with disability in relation to education and training, consistent with the rights of the rest of the community. There is also a description of the legal obligations, or responsibilities, of educational authorities, institutions and other education providers (Wodonga Institute of TAFE 2006, p. 7).

A useful question and answer section (updated in February 2007) on the standards can be found at:

[http://www.hreoc.gov.au/disability\\_rights/faq/Education/education\\_faq.html](http://www.hreoc.gov.au/disability_rights/faq/Education/education_faq.html)







## Handout: Learner profiles

**Ali**, 32, is a refugee who began training as a civil engineer in his own country before coming to Australia as an asylum seeker. Ali has secured work with a surveying firm that is supporting him to do a Certificate III in surveying. Ali hopes to eventually work up to a Certificate IV and perhaps complete further education, which his work is supportive of. Ali experiences post-traumatic stress disorder and also has a chronic spinal injury. He also works full-time, has limited written English skills and supports a partner who is unable to find employment due to her limited English skills.

**Kevin** is a 17 year old early-school leaver who is undertaking an apprenticeship in plumbing. Kevin has employment through a friend of his dad's (who is also a plumber) and this is his first ever job. Kevin has a severe learning disability and has only recently found out about assistive technology.

**George** is a 52 year old English migrant who has been in Australia for 25 years. He is attempting to retrain in telecommunications engineering after losing his lifetime job three years ago. He was a stores supervisor in an electronics factory. George experiences depression and takes medication intermittently for his condition. His recent sedentary lifestyle has made him overweight and has reduced his physical fitness severely. He has two teenage children and a partner who works part-time to supplement his Austudy.

**Angie** is a 19 year old Indigenous student who has returned part-time to study Certificate II in Multimedia, having left school at 14. She lives at home with her mum and extended family, and has a baby to support. She stacks shelves at a local supermarket at night so is often tired and misses morning classes.







## Handout: Effects of disability on learning

A **hearing impairment** may result in:

- using Auslan language
- minimal aural access to information
- full or partial dependence on lip reading.

A **learning disability** can affect:

- short-term memory
- ability to read text
- ability to write text – errors in grammar, punctuation, sentence structure, and so on.

A **mobility disability** can affect:

- ability to lift or move objects
- physical access to buildings and learning spaces.

A **vision impairment** can affect:

- ability to read printed material
- sensitivity to light
- mobility and orientation.

A **medical condition** may result in:

- chronic fatigue
- increased need to use toilets
- difficulty sitting for long periods

A **physical disability** may result in:

- inability to sit for long periods of time
- inability to write for extended periods
- experiences of chronic pain
- restricted ability to write.





A **psychiatric disability** can affect:

- concentration
- memory
- cognitive processing.

(Source: Wodonga Institute of TAFE 2006, p. 78)





### Handout: Sally's story

Sally was a bit worried. She was going to begin delivering the unit 'Introduction to small business' to a Certificate III automotive group at the local TAFE. She'd heard some negative comments about this class and previously she'd always taught this unit to students working towards a business qualification.

She prepared handouts with automotive examples and planned for low levels of literacy and an all male group. She had an overall session plan, based on models of new large cars and large dealerships she found on the Internet and adhered to the session objectives she used for other business and management units.

Unfortunately Sally's efforts were in vain. The class did not go well. The two girls complained 'no-one ever considers us', making no further effort to be involved in the session. Only a few students participated fully with a substantial number switching off and daydreaming. She silently thanked her lucky stars they weren't noisy and disrupting the others as she had feared.

Just before the next session Sally was talking to Matt who had missed the previous class. She offered to fill him in on the work missed. 'It's cool, I didn't miss anything ... The guys told me what the class was about. They said it was easy.'

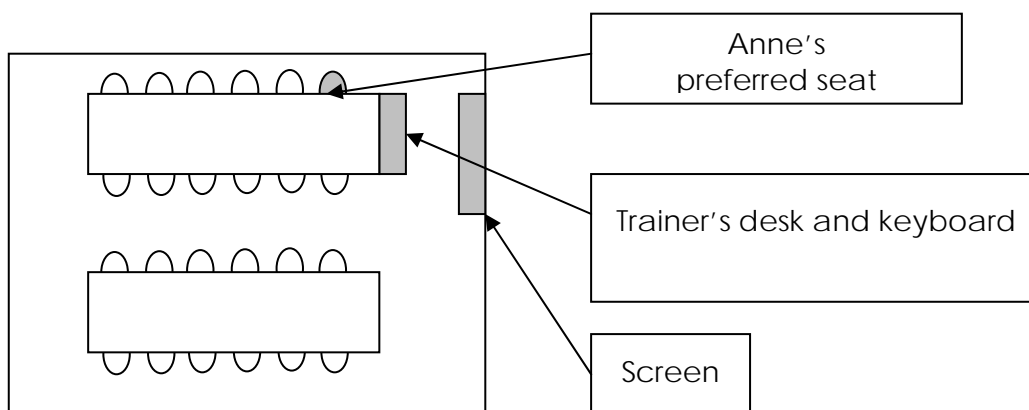




### Handout: Anne in the computer lab

Anne, a trainer at Aussie TAFE, now feels quite uncomfortable about attending professional development in the organisation's computer labs. She feels excluded.

Anne has a hearing impairment. She has very little hearing in her left ear and this can be exacerbated by the room layout. Desks and computers face the side walls, although the trainer's computer and the screen to project onto are at the very front of the room. Anne always arrives early so she can get a seat near the front with her 'bad' ear facing the front.



Facing one way to see the screen and hear Debbie the trainer, then turning another way to use the computer and having to re-orient her perspective on the screen means Anne is not facing the trainer who may have started a new instruction before she realises it.

When Anne hears Debbie talking, often she is onto the second step in a sequential process. Anne hears the rest and tries by deduction to work the start out but is often lost.

At one particular professional development session a couple of years ago, she waited until morning tea to raise the issue. When she could talk to Debbie in private (as she didn't want to embarrass Debbie either) Anne explained





that she often missed the first few words or the first sentence Debbie was saying and needed to know when she should be looking up. Debbie saying something like 'the next thing we're going to do' or 'there's five steps to this' as a lead-in to the actual task, would help her enormously.

Debbie certainly had good intentions, for the rest of the day she would call out, 'Anne, are you with us?', 'Anne, do you need help?'

Unfortunately this did not help. Anne felt singled out, not included. Debbie's attempts to include were actually quite embarrassing but Debbie is so well-intentioned that in any professional development activity since, where Anne was a student and Debbie the trainer, she continues to 'look after' (as she see it) Anne.

Over time, Debbie's good intentions have had the opposite effect on Anne. She feels excluded; she feels 'different'. She feels as if Debbie and others in the group see her as incompetent or uncooperative, or both. Her confidence has deteriorated markedly in relation to professional development in any shape or form.

### **Discuss the following questions.**

1. What steps could Debbie as the trainer have taken to ensure Anne was fully included?
2. Would these measures have benefited the other learners in the group at the same time?
3. Anne thought she handled it tactfully when she first spoke to the trainer, Debbie, but it didn't work. Could Anne do anything else to improve the situation?





## Section 2

Taking diversity on board



## Section 2 Taking diversity on board

This section aligns with performance criteria 1.3, 1.4, 1.5 and element 2







## Introduction

Promoting and fostering an inclusive learning culture is a philosophy or approach, a collaborative learner-centred model to ensure all people are included and can participate in the learning experience.

To promote and foster an inclusive learning culture, there are additional learning requirements to address and barriers to overcome. This does not have to mean extra work for trainers. Trainers do not need to be psychologists either. To accommodate all learners, trainers need to integrate the principles that underpin inclusiveness into all work practices.

### Activity: Diversity in groups

The aim of this activity is to illustrate the diversity that participants may find in any group they are delivering training too.

Ask participants to read **Handout: Andrew's students' needs**. Ask participants to address the questions listed at the end.

Distribute the **Handout: Outcome of the story** and encourage participants to discuss.

## Issues to incorporate

In Section 2, our focus will be on facilitating participants' awareness in:

- adhering to access and equity policies and procedures
- integrating the principles of inclusiveness into all work practice
- understanding disclosure
- involving the learner







- listening actively
- making reasonable adjustments
- using appropriate language
- establishing expectations with the learner.

### Adhering to the organisation's access and equity policy and procedures



Remind participants that if they have signed an organisational code of practice, they have a legal commitment to their organisation's policies and procedures.

#### **Activity: Access and equity policies – inclusive practice**

Using copies of access and equity policy and procedure documents from a range of organisations, ask participants to highlight and discuss those parts related to inclusive practice.

**Resources required:** Access and equity policy and procedure documents from your and other organisations. Ask participants to access copies from their own organizations.

Most education providers, government organisations and many private businesses will have specific policies and procedures for specific groups of people. Examples are a disability action plan to ensure people with a disability are able to fully participate in all areas of learning, a managing diversity or cultural awareness plan that aims to remove barriers to education for people from a broad range of cultural and ethnic backgrounds, and an equal





employment opportunity strategy that seeks to ensure equal access and opportunity in employment.

### **Integrating the principles of inclusiveness into all work practice**



The unit TAAENV401A states that inclusive principles include:

- supporting equal opportunity for participation
- fostering and advocating independence
- ensuring cooperative approaches to learning
- supporting, encouraging and valuing individual contributions
- motivating learners
- creating opportunities for participation and success
- making reasonable adjustments to procedures, activities and assessment for equity
- acknowledging current strengths and skills as a basis for further learning.

(Source: [www.ntis.gov.au](http://www.ntis.gov.au), accessed 22 February 2007)





### Activity: Analysing principles

Working in pairs, or small groups ask participants to choose one or more inclusive principles to discuss and identify how they have or could incorporate the principles into their training activities.

Encourage participants to consider:

- how learners may benefit from their approach
- the learning barriers and how and why they believe the approach may help.

Remind participants of their duty of care to maintain learner confidentiality in all disclosures.

### Activity: Contextualising principles

Raskind is a recognised world authority on learning disability.

Compare his list of successful teaching practices in **Handout: Successful teaching practices** with the principles underpinning inclusive practice in **Handout: Principles which underpin inclusive practice**.

Encourage participants to do this by dividing into small groups and ask each group to discuss. Suggest each group looks through Raskind's list to identify practices that fit each principle. Discuss the findings and the high degree of correlation.





### Understanding disclosure

Participants may be placed in a situation where a learner reveals personal information to them. It is helpful if the participants think beforehand about how they will deal with this situation should it arise.

Listening to learners and allowing them to know that you understand and are prepared to assist them is the first step. Developing the relationship and negotiating a supportive learning experience one-on-one after disclosure may be all that is needed.

There are times when trainers work collaboratively with specialist support staff to ensure full inclusion can occur for learners with additional learning requirements. Remind participants that they have a duty of care to their learners and that they must retain the learners' confidentiality and privacy. Any disclosure or discussion with support staff needs to have the learners' agreement and support.

Trainers also consult with specialist staff to discuss or develop intervention strategies – when doing this participants must be certain they are not inadvertently identifying learners without their permission.

### Involving the learner

Advise participants of the importance of involving learners in the decision-making process. Providing learners with opportunities to decide on how they learn best and offering them choice as a group about the learning process is central to inclusive teaching. Providing some ownership to learners inspires higher levels of motivation and commitment to the learning program.

Involving the learners in decision-making will create an environment where sharing is a comfortable process. This can create openings for learners to talk about specific difficulties and issues that may affect their learning. If this





occurs, remember that learners are the experts in their situations.

Discuss with participants the importance of taking time to listen to learners, and discuss how they feel that their learning barriers can be overcome.

### **Listening actively**

Listening is different from just hearing. Learners need to know that what they are saying is being taken on board.

Active listening is apparent when listeners ensure they have full understanding of what is being said through clarifying and seeking endorsement that they have understood.

Clarification and reflection reinforce communication and let the learner know that the trainer is interested, and wants to be sure the situation is accurately understood.

### **Making reasonable adjustments**



Emphasise to participants that attendance does not mean participation. Explain that reasonable adjustments are the things that we, or our workplace, can do to ensure people with additional learning requirements have access to opportunities and choices on the same basis as people who don't have additional learning requirements.

Trainers can encourage participation by ensuring learners with additional learning requirements have access to reasonable adjustments.







### Activity: Barriers to learning

Encourage participants to review **Handout: Sally's story** from the previous section and then read **Handout: Sally's story again** in this section which is the remainder of the story. Discuss how Sally could have involved the group in developing the learning program.

Encourage participants to identify how they could include their learners when identifying strategies to address barriers to their learning.



### Activity: Inclusive teaching for learners with disability

Access a copy of the video *Inclusive teaching for students with disabilities*, developed by Box Hill TAFE in 2001, and funded by OTTE.

What reasonable adjustments were utilised in the video?

Discuss the coordination involved in providing reasonable adjustments for some of the learners.



**Resources required:** *Inclusive teaching for students with disabilities* (video)





### **Activity: Reasonable adjustments and accommodations**

Ask participants to read the case studies in **Handout: Accommodations and reasonable adjustments** and then **Handout: Making reasonable adjustments**. Identify the benefits for learners.

Using the **Handout: Learner profiles** from the previous section, discuss appropriate accommodations and reasonable adjustments for Ali, Kevin, George, Elaine, and Angie.

### **Using appropriate language**

It is important to avoid language that can offend. For example, some women do not like the greeting 'hi, guys', as the term 'guys' is related only to men, and therefore does not include them.

Language needs to:

- recognise and value individual differences
- support inclusiveness
- be non-discriminatory.

Language should not:

- de-value or derogate
- suggest fear, mistrust or lack of understanding
- label or suggest assumptions about capabilities.







### **Activity: Language and terms**

Encourage participants to think about the language and terms they or others use. Discuss how language could create or reinforce a learning barrier for learners.

Complete the table in **Handout: Language as a barrier**. Encourage participants to use the blank spaces to add additional terms.

### **Establishing a set of expectations with learners**

Through a collaborative process, participants can establish guidelines for participation and behaviour with their learners. The method chosen and the form these expectations take need to be appropriate to the group.

Group guidelines need to be established mutually and the guidelines must show respect for all people in the group. Establishing guidelines in partnership with learners can include negotiating assessment tasks. Doing this early in the learning program is a good approach to engaging learners and exhibiting practices that show that their input as learners is valued.

### **Activity: Expectations with learners**

**Handout: Mutual expectations** is a copy of expectations from a youth program at a regional TAFE.

For comparison, provide a set of expectations for a different group of students, perhaps even the participants you are delivering TAAENV402A to.





## Section 2 Handouts





### **Handout: Andrew's students' needs**

Andrew, the coordinator of the equine studies program wanted students to see the artificial insemination process firsthand. He discovered it was occurring at Green Hills Stud on a particular day and also at another stud 200 kilometres further away on the following day. He decided to develop a two-day trip so that students could benefit from being exposed to the procedure twice. He believed this would reinforce learning and would be a great opportunity for the students.

When he presented the compulsory two-day field trip to students he was met with some resistance. Two of the women in the group were particularly upset and seemed opposed to the whole idea, as were three of the younger students. Andrew was feeling quite frustrated as he had put quite a lot of time into the planning and negotiating with stud managers to ensure the trip went ahead.

When he talked with the group about the learning objectives of the trip, he discovered they were all excited about the opportunity to witness the procedure firsthand, but that other issues would restrict their access and possibly hold them back from participation. These reasons included child care issues for a single parent who had relocated to the area to do this course. There was no family in the area to assist with child care and no support for overnight child care.

One participant was caring for a sick parent in the evenings. Family services helped out during the day but the family couldn't afford to pay for a carer overnight.

One young person's partner was eight months pregnant and he didn't feel he could be away overnight because they didn't have their own transport and he wouldn't be able to return quickly if she went into labour.





One young person worked every evening to sustain her living away from home while she was doing the course. She was afraid she would lose her job if she requested time off as this had happened to a friend of hers.

Another young person stated he couldn't possibly be away for two full days and overnight but would not give a reason other than it was not possible. Another student in the group quietly informed Andrew that this student often attended school with no money or lunch and it might be too hard financially to raise the cost of a two-day trip.

- You could ask the participants at this point what their thoughts are about the situation.
- What might they do differently?
- Would anything they propose to do differently impact on quality teaching or the policies of their organisation?
- What might occur if a different approach is applied to the excursion planning?





### **Handout: Outcomes of the story**

The trainer applied an inclusive, learner-centred approach to designing the activity and the outcomes.

The trainer asked the participants to discuss and explore options that would enable them to have the exposure to the artificial insemination process. The group as a whole came up with the idea that some would car pool to the first stud, participate in the activity, and return home on that day while others would continue on in a small minibus to the second stud on the second day.

Those who could only attend one stud would research as a group the other stud and present to the whole group any identifiable differences in the artificial insemination process between the two studs.

This was a great outcome that initiated more than the desired results for the trainer – the participants collaboratively came up with the solution which involved team work, the participants shared their personal stories which gave a broader understanding for peers and the trainer of the barriers that could get in the way of participation, the trainer accepted the proposal which endorsed a partnership in the learning process.

This activity went a long way toward developing an inclusive learning community for this group. The trainer realised the importance of consultation and gained awareness that most learners were very committed to the program.





## **Handout: Successful teaching practices**

Be accessible and approachable.

Be flexible and willing to try different techniques and accommodations.

Be knowledgeable about the general characteristics of various learning disabilities and attention deficit/hyperactive disability.

Break down instruction and assessment into small steps.

Call the student by name as it helps the student focus and personalise the experience.

Commit to the use of multisensory/multimodal approaches in the classroom.

Communicate the rules and expectations of the lesson. State instructional objectives and link them to previous lessons.

Create a non-threatening learning environment where it is safe to ask questions, seek extra help, make mistakes and feel comfortable in doing so.

Create inclusive learning environments and incorporate universal design of learning approach into classroom.

Demonstrate tolerance and patience when working with all students.

Ensure a positive learning environment that produces change. Provide immediate feedback to the student each time and every the student accomplishes desired behaviour and/or achievement - no matter how small the accomplishment.

Frequently assess the student's strengths and weaknesses. Use the student's strengths to guide instruction that will







help either cope with, compensate for, or master weaker areas.

Gain the student's attention before giving directions/instructions.

Guide students during initial practice.

Have an understanding of how students learn, what motivates them, and what encourages them.

Inform students in advance of what they are going to learn.

Maintain open lines of communication with each student.

Obtain information about each student's unique needs.

Praise in public, discuss areas of concern in private.

Prompt student responses.

Provide a structure for learning so that students can build upon learned and improved skills to accomplish more difficult tasks. Do not use a haphazard approach.

Provide all students with opportunities for success.

Provide clearly stated rules and consequences and expectations that are consistently carried out for all students.

Provide effective accommodations as appropriate.

Provide numerous examples.

Provide opportunities for practice after each step. Provide drill and further practice immediately following incorrect responses.

Recognise **efforts** the student employs toward attaining a goal and recognise the problems resulting from skill deficits versus non-compliance.







Routinely provide both oral and written instructions during learning activities.

Seek assistance from supervisory staff when either unsuccessful in moving the student forward programmatically or when additional assistance may be needed.

Use the student's preferred modality of learning to create opportunities for success.

(Source: Raskind & Bryant 2002)





## Handout: Principles which underpin inclusive practice

### Principles may include:

- supporting equal opportunity for participation
- fostering and advocating independence
- ensuring cooperative approaches to learning
- supporting, encouraging and valuing individual contributions
- motivating learners
- creating opportunities for participation and success
- making reasonable adjustments to procedures, activities and assessment for equity
- acknowledging current strengths and skills as a basis for further learning.

(Source: [www.ntis.gov.au](http://www.ntis.gov.au), accessed 22 February 2007)





### Handout: Sally's story again

Just before the next session Sally was talking to Matt who had missed the previous session. She offered to fill him in on the work missed.

'It's cool, I didn't miss anything... The guys told me what the class was about. They said it was easy.

They already knew all that stuff 'cos Jarred's Dad made him help in the garage every night after school and Alex, the one we call 'Dad' 'cos he's thirty, he used to be the boss at Auto Spare Parts in Newtown.'

What expertise did Jarred and Alex have that could have contributed to the lesson if Sally had tapped into it?

Ask participants how they would discuss with Alex an approach that suits him and ways to utilise his experience. What words would be appropriate, inclusive and effective?





### **Handout: Accommodations and reasonable adjustments**

**Jocelyn** wants the opportunity to attend and participate in her TAFE course, like everyone else does, but because of her disability (she is a paraplegic as a result of a car accident) she finds it difficult to take notes. So, for her to achieve the learning outcomes, she needs to do it in a way that suits her. The trainer could record the session on tape or provide Jocelyn with lesson plan notes, but Jocelyn has a support person who attends each session and takes notes for her. This type of action is called a reasonable adjustment.

**Johnno:** 'I was diagnosed with schizophrenia some years back, but I'm on medication to manage it. It's actually the pills that impact on my learning as I have difficulty concentrating for long periods of time and I'm drowsy in the mornings. But I know this so I've got strategies like recording classes and attending evening classes.

My trainers know the situation and we have agreed that my assessments will not occur in the mornings but later in the day, preferably evenings.'

(Source: Wodonga Institute of TAFE 2006, pp. 20 & 94)

**Nico:** 'I have been in Australia three years. My family and I lived for most of this time in temporary accommodation. We have just been offered a house, but it's a long way from TAFE and I want to stay with this course. This is the first time I've tried to study since coming to Australia. I did not have much education in my country, because we were not allowed to learn in our own language. It was very dangerous for trainers to teach in our language. Now I don't understand all the words on paper, and many words I have not ever seen or heard before, so it is all very new to me. My learning is slow. I don't keep up, but I want to continue.'





## Handout: Making reasonable adjustments

An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

**In assessing whether a particular adjustment is reasonable for the student with disability**, the trainer should take into account the:

- nature of the student's disability
- information provided by, or on behalf of, the student about how the disability affects the student's ability to participate
- views of the student, or an associate of the student, about whether a proposed adjustment is reasonable and will enable the student with disability to access and participate in education and training opportunities on the same basis as students without disability;
- information provided by, or on behalf of, the student about his or her preferred adjustments
- the effect of the proposed adjustment on the student, including the student's ability to participate in courses or programs and achieve learning outcomes;
- the effect of the proposed adjustment on anyone else affected, including the education provider, staff and other students
- the costs and benefits of making the adjustment

(Sections 3.4(2), 4.2(3)(a), 5.2(2)(a), 6.2(2)(a), 7.2(5)(a), and 7.2(6)(a))





In making a reasonable adjustment, the provider should ensure that the integrity of the course or program and assessment requirements and processes are maintained (Section 3.4(3)).

The education provider should act upon information about an adjustment in a timely way that optimises the student's participation in education or training (Section 3.7).

(Source: Disability Standards for Education, [www.dest.gov.au](http://www.dest.gov.au), accessed 28 May 2007)







### Handout: Language as a barrier

Misuse of language	Consideration	Appropriate use of language
Afflicted with	People with disability do not see themselves as afflicted	
Birth defect, deformity	People are much more than their disability – they are people first	
The blind, or the visually impaired		
Confined to a wheelchair or wheelchair bound	A wheelchair provides mobility not restriction	
Cripple, crippled	These terms convey a negative image of a twisted ugly body	
The deaf	Only appropriate when referring to a community	
The disabled	Remember we are all people first	
Epileptic		
Fit, attack, spell		
Insane, lunatic, maniac, neurotic, mental patient, psycho, schizophrenic, psychotic	This language has contributed to the myths attached to people who have psychiatric disability	

(Source: Fry 2007, p. 40)







## Handout: Mutual expectations

### Example: Jump Start Program 2004 Expectations for Media B Group

We, the students and staff in the Jump Start Media B group, agree that the expectations listed below are what we expect of ourselves and from each other during 2004.

- We all deserve to be treated equally, fairly and with respect. Consider the feelings of others and ensure there is no ridicule or put-downs.
- Have some fun in a constructive way during your time at TAFE.
- Participate in all the activities available.
- We all have the right to learn without interruption.
- We will respect other people's property and TAFE property.
- Mobile phones will be turned off or be on 'silence' during class times. They are not to be answered during class time. Messages are not to be sent from them during class time.
- All people are expected to be punctual. If we are unavoidably late we will enter quietly without disrupting others and will give an explanation to the teacher.
- Appropriate behaviour means that any form of fighting, violence or intimidation is not permitted and will be dealt with severely.
- We need to bring appropriate materials to all sessions.
- In class listen attentively, and respond to people in an appropriate way. If you don't understand ask for clarification.
- If absent, it is our responsibility to actively seek work missed and to catch up as soon as possible.
- All smoking needs to be done outside buildings and away from non-smoking signs.





- We are all reminded that TAFE has specific policies relating to:
- violence, bullying and harassment
- use or possession of drugs and alcohol on TAFE premises.

Name:.....  
(teacher / student)

Signature:.....

Date:

(Source: Rock & Raff 2005, p. 47)







# Section 3

## Utilising support



## Section 3 Utilising support

This section aligns with element 3





### Introduction

A wide range of resources are available to assist trainers promote an inclusive learning culture. These range from teaching and learning resources to specialist staff within most educational institutions who are available to provide specialist information and support to you as the facilitator of this unit and to your participants in their role as trainers.

### Issues to incorporate

In this section, we focus on facilitating participants' awareness of areas to include in their practice. These include:

- utilising available resource material
- capitalising on Internet access at work
- seeking advice from support personnel
- considering the physical environment
- using adaptive technologies to include those with additional learning requirements
- modifying work schedules – be prepared to change your session plan
- remembering occupational health and safety in the training room.

### Utilising available resource material

In addition to government and institutional guidelines, policies and procedures, a range of resources and information has been developed. For example, the Office of Training and Tertiary Education (OTTE) has funded the development of a range of support materials that are directly related to inclusive teaching practices.

Recent publications include:





- *Building bridges* – a program depicting how young people with significant learning difficulties achieve competency in three television broadcasting units through an inclusive teaching and learning process
- *Riding the rapids* – a professional development guide for trainers who are working with young people, particularly early school leavers. This guide provides strategies and techniques for engaging young people and fostering a positive teaching and learning relationship
- *In my shoes* – a multimedia disability awareness program that addresses the disability standards. This resource highlights some ways in which educators can inadvertently exclude people with a range of learning differences.

Encourage participants to identify resources available within their organisations.

#### **Activity: Utilising available resource material**

If possible provide copies of available resources and encourage participants to evaluate and discuss how they could use them.

Encourage participants to access the following website on resources related to disability:

<http://www.adcet.edu.au/ResourceList.aspx?catid=17>

#### **Capitalising on Internet access at work**

Information that helps you put inclusiveness into practice is available on the Internet. In the next activity, you will find examples of fonts preferred by different people and examples of how a person with dyslexia sees a sample passage of text.







### **Activity: Capitalising on the Internet**

Encourage participants to access the following site that illustrates helpful information available on the Internet:

<http://www.dyslexic.com/database/articles/fonts.html>

Discuss **Handout: Dyslexia and fonts** and **Handout: Vision Australia's preferred fonts**.

### **Seeking advice from support personnel**

Encourage participants to be familiar with the:

- services offered in their organisations by their equity (or equivalent) personnel
- contact names of support personnel or where to find them
- broader services that they or their learners can get access to, for example, accommodation, financial advice.

### **Activity: How support services can help**

As an experienced facilitator and especially if you work in the support area you will have good insight and knowledge that can benefit participants. Provide de-identified examples of learners who you have worked with, who have individual differences and/or additional learning requirements. Describe the issue, what you were able to do, the services available within the organisation and those that can be accessed external to the organisation.

Participants can access these services in a number of ways. Firstly, in a consulting capacity, they can seek assistance and information from specialist staff about working with the learner who is experiencing a barrier to





learning, or act as a direct referral point for a learner who requires specialist assistance such as counselling.

It is also recommended that the first step is to attempt to resolve the issue directly with the learner. A consultancy or referral process occurs only if confusion or difficulties remain.

**Activity: Engaging support staff**

Invite relevant support staff (for example, equity officer, disability liaison officer, youth coordinator) to explain ways they can work with participants to assist with facilitating inclusion for learners.

**Considering the physical environment**

The size, shape, and layout of a room or training space can have an impact on the learner's ability to achieve the objectives of the learning program.

What do participants, as trainers, need to think about?

**Activity: Physical environments**

In Section 1, Anne told how the layout of computer labs presented difficulties for her. Re-read her description of the room in **Handout: Anne in the computer lab**.

Then divide the participants into groups to identify a room in the organisation that could cause difficulties for learners. Ask each group to:

- identify the room size and its layout
- report any issues the room may cause for particular learners
- report what they can do to try to overcome the barriers in the physical environment.





### **Using adaptive technologies to include those with additional learning requirements**

All learners are different. They all have different life stressors and time available. So, the option of downloading information to MP3 which can be used with headphones while doing other things like driving home or doing the dishes can be an advantage over reading pages of notes.

Following is an account by a learner with dyslexia who sees other advantages in adaptive technologies.

**When the university brought in computers for students to use for writing assignments, I could see my own errors and the computer would correct them. When you see your writing on the screen, the correct words are facing you; you can SEE where the words are in the wrong order, and there's the green line that shows you too. I lack this ability of seeing sentences or words written incorrectly when I'm writing on paper, though somehow I can easily pick up other people's written errors.**

These technologies are readily available and have been instrumental in facilitating inclusion for many learners who would otherwise not have achieved success in their studies. The next activity focuses on examples of adaptive technologies.





### Activity: Adaptive technologies

If possible, arrange to be in a location where the adaptive technologies listed in **Handout: Adaptive technologies** can be demonstrated.

Discuss the adaptive technologies listed in the handout.

Research the sites listed in **Handout: Useful websites on adaptive technology**.



### Modifying work schedules – be prepared to change your session plan

For a myriad of reasons, learners who trainers are expecting to be in the session, may not be. For example, the Indigenous learners may all be attending a funeral; or the train may have been delayed. Trainers need to be sensitive in the way they follow up absences, for example, 'I missed you yesterday, Kim'.

Explain to participants that trainers who feel they must rigidly follow a session plan can sometimes miss the chance to facilitate often rich and meaningful learning opportunities. It is important for participants to listen to their learners. If there is a consistent theme arising it might be worthwhile changing the plan and addressing this. There is a reason that it is arising. More often than not, this will clarify issues and assist learners to move forward.





## Remembering occupational health and safety in the training room



Occupational health and safety (OH&S) should not be pigeon-holed but considered as a people issue.

Participants need to:

- know any issues related to their learners and the training rooms in which they teach
- know any issues impacting on others
- consider the above in terms of the OH&S hazards and degree of risk.

### Activity: OH&S issues

**Handout: OH&S and inclusive practice in Brian's group** provides a scenario from a youth program. Use this scenario or provide one from your own organisation as a basis for participants to identify OH&S issues associated with inclusive practice.

It is important that participants identify the human aspects, not purely the physical aspects such as furniture blocking access.

It is important that the effects of exclusion are recognised under OH&S. There are many studies that reveal that depression, low self-esteem, loss of confidence and other debilitating effects are the direct result of feeling excluded.





## Section 3 Handouts to use







## Handout: Dyslexia and fonts

Open the following website:

<http://www.dyslexic.com/database/articles/fonts.html>

The primary objective of this web page is to analyse suitable 'fonts for dyslexia'. In addition, the web page considers suitability of some fonts for other groups.

The authors make the following points.

- Arial font is preferred by 'older Windows users'.
- Tiresias font has been designed for people with vision impairment.
- Myriad Pro will soon be used extensively on the dyslexia.com site (Comic Sans font is preferred by some dyslexic people but on the web some think it looks childish).
- Trebuchet MS font suits many readers.

1. Do you agree with the above points?
2. Look at the features of these fonts to see disadvantages and advantages of each.
3. Compare how the fonts appear offline and online. Are there differences?
4. Which of these fonts are sans serif?





### **Handout: Vision Australia's preferred fonts**

Vision Australia's recommended font is Arial, because despite any shortcomings the font is universally available, without the need to download or install anything.

If you create a document on a computer with Tiresias font, and then load it on a computer without it, the document will appear in another font, which might be Times New Roman or Courier.

The Vision Australia website has guidelines on fonts that are appropriate for people with low vision. There are two really useful sheets on the website.

For readability guidelines:

<http://www.visionaustralia.org.au/info.aspx?page=785>

For large print guidelines:

<http://www.visionaustralia.org.au/info.aspx?page=784>

They both mention fonts, and suggest sans serif fonts such as Arial.





### Handout: Adaptive technologies

Type of adaptive technology	What does it do?	Who can it help?
Voice recognition software	<p>Converts your words into text on the computer screen.</p> <p>You can dictate into a mouthpiece and headset which is plugged into the computer. It is also possible to be away from the computer and dictate into a compatible hand-held recorder. This converts your dictation into words when you later plug the recorder into the computer but it requires additional software to do so.</p>	<p>People who have difficulty using a keyboard, or sitting at a desk and keyboard.</p> <p>People who have difficulty writing or typing what they can say</p>
Screen reader software	<p>Converts text on the screen into speech that can be listened to.</p>	<p>People with vision impairment or people who have difficulty reading text, for example, a learner with dyslexia.</p>





### Handout: Useful websites on adaptive technology

These websites provide useful information on adaptive technology:

<http://www.utoronto.ca/atrc/reference/tech/techgloss.html>

<http://snow.utoronto.ca/resources/technology/techadap.html#discpec>

<http://www.nuance.com/naturallyspeaking/>

### On screen-reading software:

<http://www.adcet.edu.au/advancedsearch.aspx?searchstring=screen%20reader&operator=exact&order=alpha&esourcetype=web>

This website is a reference on the font preferred for learners with vision impairment:

<http://www.tiresias.org/guidelines/fonts.htm>





### Handout: OH&S and inclusive practice in Brian's group



Numbers in the youth program had increased recently so the small room where English was held felt even smaller when the tables were pushed up together. The proximity made it easier for the boys to push and shove and nudge; they weren't complaining but Jodie and Jade were. They particularly didn't like Robbie's wheelchair squeezed between them and the boys they were stirring.

Leila, who had recently arrived from Sudan, edged herself further into the corner where she was barely visible.

- What are the hazards?
- How great is the risk?
- How are the hazards and the risk affecting inclusion?





# Section 4

Improving practice by  
teaching in an inclusive way





## Section 4 Improving practice by teaching in an inclusive way

This section aligns with performance criteria 5.1 and 5.2





## Introduction

An inclusive approach will benefit everyone and does not have to mean extra work for trainers. If we adopt an inclusive teaching approach, there will only be a few learners who may need additional arrangements.

Each group of learners will present with diverse needs and these needs may be vastly different from the needs of the previous group. To create a genuine inclusive learning environment, participants need to always consider what they can do to ensure all learners have equal opportunities to learn. This involves consideration of their:

- communication and relationship with learners
- objectives and course design
- methodology or work practices.

These three points constitute three groups/categories under the 'issues to incorporate' part of this section.

## Issues to incorporate

In Section 4, our focus will be on identifying strategies to assist participants improve training delivery and assessment practices. These include:

- communicating and building relationships by:
  - greeting learners
  - using your voice
  - responding to learners
  - acknowledging effort and achievement
  - encouraging input
  - recognising colleagues and learners as adults
  - intervening in a low key manner





- designing learning programs to meet learner needs
- incorporating inclusive practices into work practices by:
  - knowing how adults learn
  - using variety
  - understanding learning differences
  - modifying assessment strategies
  - incorporating reasonable adjustments into assessment
  - evaluating your own practice.

### **Communicating and building relationships**

When we communicate with others it is not only our verbal communication that plays a part in developing communication and other aspects of relationships. It is also our manner and the way we communicate that conveys messages, whether those messages are intended or not. The following elements can all contribute to creating an inclusive culture.

#### **Greeting learners**

The way we greet people, and the tone of our voices when we do that, can help or harm relationships. If a participant has a learner in their group who is from a different culture, it is important to ask them what the appropriate greeting is.

#### **Using your voice**

The volume, tone, inflection, and emphasis of our voices all convey messages and can affect how people feel (and consequently respond). For example, pausing and of lowering the volume of your voice can promote listening.





### **Responding to learners**

Responses and feedback lets the person know you are interested in what they're saying. For example, repeating a point to seek clarification and show that you understand can convey that you are listening and that you are interested.

Saying 'thanks' is a sign of appreciation of someone's input and can convey inclusion of their ideas and of them.

### **Acknowledging effort and/or achievement**

Acknowledging effort doesn't need to be onerous and time consuming. It's a matter of using a few words that indicate acknowledgement.

For instance, instead of saying to a learner, 'If you've finished those questions, then get on with Section B', you could say, 'You've done well to get that done. How about trying Section B now?'. Simple phrases like 'that's good', 'good thinking', 'good idea' are very quick, useable phrases to acknowledge colleagues and learners.

### **Encouraging input**

Sometimes people, both trainers and learners who are not feeling part of the group, find it difficult to participate in discussions. Unfinished sentences or questions like, 'That plan we looked at was ...', 'What do you think if we ...?', 'If I clicked on there, what would ...?' tend to encourage people to finish them, thus they elicit a response and invite interaction.

### **Recognising colleagues and learners as adults (or 'getting attention')**

This point is relevant when participants are with colleagues in meetings or delivering professional development as well as when teaching learners. Terms like 'listen up' and 'everyone quiet now thanks' may work with teenagers but can be patronising for adults.





Useful lines to use include, 'Now what we need to move on to is ...' or 'I have a diagram here that I'd like you to look at'. As well as having an inclusive tone, the first phrase provides time for people to hear the trainer and to focus their attention.

**Activity: Acknowledging, encouraging and recognising**

Ask participants to identify learners who they've noticed can be disengaged from the learning process. Develop a list of comments that, simply and briefly, acknowledge effort or achievement.

Record all contributions on an electronic whiteboard so that the list can be printed and distributed.

Ask participants to develop a list of 'drawing-out' comments. For ideas, refer to the sub-heading 'encouraging input'. Again, record the comments to enable participants to keep a copy for later reference.

Develop a list of 'getting attention' comments. For ideas, refer back a few pages to the sub-heading 'getting attention'. Record contributions.

**Intervening in a low key manner**

Discuss with participants what they do when they're interrupted by unrelated chatting or activity, maybe at work or in a training situation. As trainers, how can they remedy the situation in a way that does not exclude or make anyone feel uncomfortable?

Discuss the following strategies with participants.

- Set up the physical environment to maintain eye sweep and eye contact over all the learners in the room.
- Intervene discreetly by being positioned close to the source of the distraction.
- Say 'thanks' when noticed by the distracter.





### Activity: Intervening

Distribute **Handout: Matthew and the scale of intervention** and ask for volunteers to role-play before discussing with the group.

Alternatively, ask participants to devise another scenario, perhaps featuring an adult management group, or a group with which they experience similar training room management difficulties.

### Designing learning programs to meet learner needs

Learners are training for work, so it is important to think about how they can demonstrate competency. How to meet the inherent requirements of learners with individual differences and additional learning must be considered, bearing in mind the effects of disability on learning as listed in **Handout: Effects of disability on learning**, Section 1.

Discuss with participants the importance of designing their approach early and in a holistic manner that will address all learners' needs.

### Activity: Lesson and assessment planning

Consider **Handout: Thommo's story**.

Discuss and document suggestions, and evaluate each suggestion for relevance, practicality, efficacy, resource requirements, and so on.







## Incorporating inclusive practices into work practices

Advise participants that they need to put the following into practice.

### Knowing how adults learn

Recognising that the way people learn varies from person to person is important when providing opportunities to learn.

#### Activity: How adults learn

Discuss how we all learn differently using **Handout: How adults learn** and the tasks from **Handout: Ways we learn**.

### Using variety

The next activity provides a variety of ways for participants to involve their learners in a topic.

#### Activity: Good work practices

Distribute **Handout: How adults learn** and **Handout: Effective delivery practice** to participants.

Ask participants to categorise the delivery strategies in the list in **Handout: Effective delivery practice** into the ways adults learn as described in **Handout: How adults learn**.

Are there any ways people learn that do not have matching delivery strategies? Discuss with participants.

### Understanding learning differences

Generally, learning disabilities range in severity and interfere with the acquisition and use of one or more of the following fundamental skills:

- oral language (eg, listening, speaking, understanding)
- reading (eg, decoding, comprehension)





## Section 4 Improving practice by teaching in an inclusive way

- written language(eg, spelling, written expression)
- mathematics (eg, computation, problem solving).

### Activity: Learning differences

**Handout: Written expression strategies for learners** focuses on written expression and although it is written for learners, participants can also learn from it by reading the suggested strategies and highlighting any that are new to them or any which they believe they could use with learners.

The handout comes from the ALDA (Australian Learning Disability Association) website at:

<http://www.adcet.edu.au/oao/alda.aspx>

Encourage participants to research the site for the accompanying hot topics:

- learning disability: reading strategies
- learning disability: spelling strategies
- learning disability: lecture strategies.

In **Handout: Written expression strategies for trainers**, suggested strategies for trainers have been added. Compare these with your participants' ideas.





## Modifying assessment strategies

Remind participants that effective inclusive assessment does not mean recall. For assessment to be 'fair and reasonable' and to follow AQTF standards and the Disability Standards, a variety of methods and flexibility is needed. The delivery strategies discussed in **Handout: Effective delivery practice** are also ways to assess.

### Activity: Indigenous Australians and learning preferences

*\*Please note that the following list contains generalisations. Just as mainstream Australians vary in their preferences, so do Indigenous Australians.*

The huge number of languages and skins has a bearing on the immense diversity within the Australian Indigenous population.

The preferences of some Indigenous learners can include:

- the use of visual representation, eg, diagrams, flow charts
- activities
- role plays
- less talk from trainers with provision of time for learners to comment.

### Remember ...

English may be a second, or even a third, language (ESL).

The impact of culture on how Indigenous students interpret roles and tasks is substantial.

'Mainstream' words may have a totally different meaning in an Indigenous cultural context.

Eye contact may be an issue.





### **Burko's assessment task**

Burko's Certificate II in Horticulture group has been focusing on the cultivation of vegetables. Their assessment task requires them to present a concept for a summer vegetable garden that will feed six people and fit into a 5 metre by 5 metre space.

One of the learners in Burko's group is Vicky, a middle-aged Indigenous woman on a return-to-work scheme.

Another member of the group is Mark, an 18 year old Indigenous man who has little work experience and has recently returned to study for the first time since drifting out of school at the age of 13.

Suggest how Vicky and Mark might like to present their concepts.

### **Incorporating reasonable adjustments into assessment**

Like delivery methods, assessments can be modified to suit the particular requirements of learners with additional learning requirements. Alternative assessment strategies are not designed to give learners an advantage, or to reduce the integrity of the task. Rather, they function to minimise the impact of a learner's disability on their assessment performance. Alternative assessment strategies should always be negotiated with learners and the needs of the individual learner should always be considered while maintaining the integrity of academic standards.

#### **Activity: Assessment strategies**

Anecdotally, assessment strategies seem to be quite a problem in organisations, so it is very important that, as facilitator, you include sufficient time for the participants





to consider this carefully.

As a group, read through the example in **Handout: Craig's story** and identify the reasonable adjustment Yasmin could have made for Craig, for example, preparing the test in a larger font, re-photocopying it to enlarge it and ensure it's clearer, or reading out its contents to him.

Then ask each participant to draw on their own experiences to provide an example of modifying assessment to accommodate a particular learner. Collect responses in a way that provides participants with a record of these contributions for future use.

There are suggested assessment tasks at the end of this guide for you, as facilitator, to assess your participants in this unit. Assessment Task 3 is about assessing learners with additional learning requirements. However, you could also use it now, when you are delivering, if it suits your group and your needs.



**Resources required:** If possible, access a copy of the *In my shoes* resource and discuss relevant sections with participants.

### Evaluating your own practice

Evaluation forms are designed to evaluate learning and provide feedback on the effectiveness of the learning program. If participants find that evaluation forms do not provide enough information or the type of information they really need, suggest that they work out an alternative way of obtaining that information from the learners.







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A simple way to incorporate informal ongoing evaluation is to ask learners once in a while, 'Is there another way we could do this that would work better?' Suggestions can be incorporated into future learning programs.

### **Activity: Evaluate your own practice**

Distribute **Handout: Inclusive learning checklist** to participants.

Ask participants to think about a recent session they taught before this professional development session. Evaluate it against the checklist.

Suggest to participants that they access the following site and read page 5, titled 'Alternative examination arrangements':

[http://www.adcet.edu.au/uploads/documents/study\\_accommodations.doc](http://www.adcet.edu.au/uploads/documents/study_accommodations.doc)

Again, ask them to evaluate the most recent assessment they carried out against the criteria in the handout.







## Section 4 Handouts to use





### **Handout: Matthew and the scale of intervention**

The intervention strategy that you use first should always be the least intrusive one.

Lorraine, a hospitality trainer, had experienced ongoing disruptive behaviour by Matthew in one of the youth groups. She was most concerned that Matthew continually ridiculed two girls he called 'Gay Gabi' and 'Churchie'. He interrupted their efforts and Kristen was withdrawing further. On one occasion Lorraine felt she may have reacted too strongly, too quickly, adding fuel to the fire. With help from colleagues who had also experienced this group, they devised a scale of intervention to use.

- Ahead of time Lorraine organises a seating/group arrangement (because of past stuff Matthew was not to sit with Dan).
- Her first response to inappropriate behaviour from Matthew would be to look at him and place her index finger across her lips (signal).
- If that didn't work she would move to his part of the kitchen (proximity).
- If still unsuccessful, she would go to him, speak to him and then move away (providing take-up time for him to respond).
- If unsuccessful, she would return to Matthew and remind him of the expectations of the group and the consequences.
- If she had to remove Matthew from the group, when she saw him elsewhere the next day she would start up a conversation about football (separating the person from the behaviour).

(Source: Rock & Raff 2005, p. 61)





### Handout: Thommo's story

Thommo is a plumbing apprentice with learning disability (dyslexia).

- He has a poor short-term memory.
- He finds it difficult to read and write.

However, he is excellent with his hands and he is able to solve tricky problems on the job.

- How will you train and assess his knowledge of OH&S in the workplace? Give examples.
- Would this kind of teaching and assessment suit all the students, or only Thommo? Explain your answer.
- What (if any) issues does it raise for you as the trainer?





### Handout: How adults learn

People have different ways of learning. Some:

- will learn best by hearing and discussing
- need to look and read
- prefer to get their hands on materials, touch and physically practise skills
- prefer a mix of all three.

### Adults

- Will learn better if they have some choice.

This includes both what they learn and how it could be presented.

- Don't like to be bored.

Most adults have good quality but relatively short attention spans of about 20 minutes.

- Need to see the relevance.

What adults are being taught must relate to their real lives and to their own interests.

- Don't like being put down or talked about.

Adults will clam up if they think they may be laughed at if they make a mistake.

- Need encouragement.

Adults will continue to learn and be motivated if they have more successes than failures.

- May need help.

Older adults may need some help to see or hear more clearly if they have a hearing or vision difficulty.

- Want to participate.

A small group discussion is usually more effective than a large group discussion where some people may dominate.



## Section 4 Improving practice by teaching in an inclusive way



- Will have different learning speeds.  
Adults will finish a task or a piece of reading at different speeds.
- May need convincing.  
The great majority of learners will be eager to learn, but some may resist until they can see that what they learn will actually be valuable or useful to them.
- Are practical.  
Adults prefer to use their new learning straight away.
- Already know a lot and bring a wealth of experience to the group.





## Handout: Ways we learn

### Task 1

Give oral instructions to half the participants. Use their responses to monitor the degree to which they can follow the instructions. For example;

'Next week we're moving to a new computer lab in one of the new hospitality buildings. We'll be in C113.'

### Task 2

Give the same instructions to the other half of your participants **in writing**. Note how these participants respond.

### Task 3

This time, give **both oral and written** instructions to the whole group of participants. Discuss with them the differences in their responses to the different types of instruction.

### Task 4

Divide participants into pairs. Inform them that their task is to develop a plan and explain one of the following to other participants:

- how to use cruise control in a car
- how to make a good cup of coffee using a domestic espresso machine
- how to enter learners' results into your organisation's system
- how to get a staff ID card or equivalent
- how to design tasks appropriate to the skills and workplace needs of participants.







Ask participants to present their solutions to the group.

After the presentation, observe and discuss how the different pairs responded to the task.

- Who wrote lists?
- Who made a mind-map?
- Who drew a diagram/flow-chart?
- Who wrote sentences/statements?
- Who bullet-pointed ideas?
- Did individuals in the pair contribute in similar or different ways?
- Which pair produced a document that was easy for others to see and to read (size, layout, print)?
- Which pair used colour and why?
- Is there any hierarchy to the information presented?
- Who was the spokesperson? Both people? Only one? Why?
- Who believes that some of the approaches taken to present the solutions are 'right' and others 'wrong'?

The variety among participants (there should be vocational tendencies as well as individual tendencies in evidence) is likely to be equal or **less than** what they will find in their own learners.





### Handout: Effective delivery practice

Effective delivery requires trainers to encourage their learners to:

- report, verbally and in writing
- analyse and comment, for example, on personal experience
- determine, for example, strategies
- design, for example, systems
- plan, for example, action plans
- prioritise, for example, work tasks
- present information
- demonstrate, for example, a safe practice
- collect data and interpret data, for example, safety statistics
- perform tasks
- conduct visits, audits
- label, categorise, for example, hazards and risks
- apply information
- evaluate situations and alternatives, for example, degrees of risk
- compare and contrast
- sketch, for example, flow charts.





### Handout: Written expression strategies for learners

Learners with written expression learning disability may have problems organising their written work, structuring sentences, writing grammatically, and/or spelling correctly. Remember that the aim of the writer is to convey meaning clearly. Try some of the following strategies.

- Start work on assignments early – preferably as soon as you get them.
- Spend time understanding what is required before you begin to research and write. Underline or highlight key words in the topic to help you focus on what is required.
- To reduce the possibility of straying from the topic, write it in large letters and place it above your computer or work desk so you can easily refer to it.
- Planning is the most important step in organising your writing. Few people can ‘start at the beginning and write to the end’ without planning their route.
- Learn how to develop concept maps. As you research and read, you can alter the concept map.
- Once you have a concept map you can convert the parts of it to sections, paragraphs and even sentences in your essay.
- Use computer software that assists reading and writing.
- Do not write long, complex sentences. It is easier to write grammatically and convey meaning clearly if your sentences are simpler.
- If you have difficulty thinking, writing, spelling and remembering all at once, try tape recording a sentence or paragraph and then writing/typing it.
- If you have difficulty detecting errors in your work, reading aloud may help you find them.
- If you read aloud you will detect errors in what you think you have written. Try using read-aloud screen reader software and listening to it instead.





## Section 4 Improving practice by teaching in an inclusive way

- Ask the learning skills staff at your place of study, a family member, or a friend to read through what you have written and explain your frequent errors to you. For example, you may have problems with punctuation, capitalisation, word usage, spelling, and grammar or sentence structure.
- Buy a basic grammar book from a good bookshop and revise the relevant rules. Look for a book that is not too complex, explains rules clearly, and gives helpful examples.
- If your writing difficulties are significant but your oral language is good, consider using voice recognition software. Although this is easier for many learners, it is still necessary to plan carefully.
- Try not to use time extensions for any pieces of work that are due. If you are late with one task, the next one (and those following) will almost inevitably be late too, and then you will be left with less time.

(Source: <http://www.adcet.edu.au/oao/alda.aspx>, accessed 15 May 2007)





### Handout: Written expression strategies for trainers

Learners with written expression learning disability may have problems organising their written work, structuring sentences, writing grammatically, and/or spelling correctly. Remember that the aim of the writer is to convey meaning clearly. Try some of the following strategies. **If you are aware of learners with these difficulties you could encourage them to try some of the following strategies.**

- Start work on assignments early – preferably as soon as you get them. **As the trainer, you can offer to proof read in small chunks to assist the learner.**
- Spend time understanding what is required before beginning to research and write. Underline or highlight key words in the topic to help you focus on what is required. **As the trainer, you could invite dialogue to ensure the learner is clear on the task requirements.**
- To reduce the possibility of straying from the topic, write it in large letters and place it above your computer or work desk so you can easily refer to it. **You could assist the learner to develop their plan for the assessment so they can work in stages.**
- Planning is the most important step in organising your writing. Few people can ‘start at the beginning and write to the end’ without planning their route.
- Learn how to develop concept maps. As you research and read, you can alter the concept map. **You can alert your learners to software on the web that assists with concept mapping.**
- Once you have a concept map you can convert the parts of it to sections, paragraphs and even sentences in your essay.
- Use computer software that assists reading and writing.
- Do not write long, complex sentences. It is easier to write grammatically and convey meaning clearly if your sentences are simpler.







## Section 4 Improving practice by teaching in an inclusive way

- If you have difficulty thinking, writing, spelling and remembering all at once, try tape recording a sentence or paragraph and then writing/typing it. **You can suggest that most people have the resources to do this. For example, most mobile phones are also recorders.**
- If you have difficulty detecting errors in your work, reading aloud may help you find them.
- If you read aloud you will detect errors in what you think you have written. Try using read-aloud screen reader software and listening to it instead. **As a trainer, you can introduce the learner to this software in your organisation.**
- Ask the learning skills staff at your place of study, a family member, or a friend to read through what you have written and explain your frequent errors to you. For example, you may have problems with punctuation, capitalisation, word usage, spelling, and grammar or sentence structure. **As the trainer, you could also refer the learner to the study skills area in the organisation.**
- Buy a basic grammar book from a good bookshop and revise the relevant rules. Look for a book that is not too complex, explains rules clearly and gives helpful examples.
- If your writing difficulties are significant but your oral language is good, consider using voice recognition software. Although this is easier for many learners, it is still necessary to plan carefully.
- Try not to use time extensions for any pieces of work that are due. If you are late with one task, the next one (and later ones) will almost inevitably be late too, and then you will be left with less time. **Instead look at doing small bits right from the start and putting it together in small chunks so it is not too difficult.**

(Source: <http://www.adcet.edu.au/oao/alda.aspx>, accessed 15 May 2007)







### Handout: Craig's story

[YASMIN – talking to entire class] OK, everyone. Yesterday I said I'd be giving you a test today...

[ENTIRE CLASS INTERRUPTS – not overjoyed, and expressing that] 'Ooohh'

[YASMIN] Yes, I know, I know. We all love tests. [Class laughing/sarcasm] Anyway, I'm going to give you a sheet with 10 questions on it. I want you to read the questions carefully, and write your responses in the spaces on the sheet. And I'm giving you 20 minutes to do it. Any questions?

[Silence for a second]

[YASMIN – voice lowered a bit, as one-on-one comment with student] Here you go, Craig.

[CRAIG – voice in 'thinking to myself' tone', stressed] How am I expected to read that? How is anybody expected to read that? Should I say anything? [apprehensive approach] Excuse me, Yasmin. It's difficult to read.

[YASMIN – polite and breezy, as if nothing's wrong] Yes, sorry about that. The photocopier's playing up a bit.

[CRAIG] Yes, but it's the font size as well. It's pretty small.

[YASMIN] Well, I'm sorry Craig. I had to fit a lot on one page.

[Sounding a bit annoyed] Just do what you can this time, and I'll increase the font size next time around. OK? It's only a quick test – not your whole assessment [sounding a bit dismissive of the issue].

[CRAIG – in his 'thinking to myself' voice, stressed] What can I do? I'm going to fail.

(Source: Wodonga Institute of TAFE 2006, p. 26)





### Handout: Inclusive learning checklist

This checklist provides the opportunity to identify barriers and biases in course-related materials/activities.

Some items may be inappropriate for some courses/units, for example, units in the areas of history, literature etc. These items are indicated by \*.

Experiences, contributions, and individual needs related to disability, race, socio-economic status, gender, language, ethnicity, geographical isolation, sexuality, work commitments, and family responsibilities are valued in the course/unit content.	<input type="checkbox"/>
Sexist, racist, and socio-economic/class humour is avoided in the content.	<input type="checkbox"/>
Inclusive language is used to ensure stereotyping is not present.	<input type="checkbox"/>
Barriers that prevent learners from diverse backgrounds from learning have been identified.	<input type="checkbox"/>
Opportunities are provided for the experiences, voices, work and learning of learners to be shared.	<input type="checkbox"/>
Power differentials between genders, races, classes and people with disability are recognised and minimised.	<input type="checkbox"/>
Learners work with others and mixed groups for diversity.	<input type="checkbox"/>
Teaching methods and learning activities are varied to promote and support different learning styles/preferences.	<input type="checkbox"/>
Expression of diverse perspectives and interpretations is encouraged.	<input type="checkbox"/>
Themes of diversity, openness and cultural relativity have been integrated into course material and activities.*	<input type="checkbox"/>





Instructional strategies do not place learners from diverse backgrounds at a disadvantage.	<input type="checkbox"/>
Texts/articles/readings provide differing cultural/gender/race perspectives.*	<input type="checkbox"/>
Alternative and diverse options for assessing learning have been included.	<input type="checkbox"/>
Consideration has been given to any 'hidden curriculum', including your own personal views, assumptions and expectations, and the physical and social environment where learning will take place.	<input type="checkbox"/>
Opportunities for learners to discuss personal learning/assessment issues are provided, for example, assessment/examination arrangements (language background/disability issues), course material in alternative formats, work commitments and family responsibilities.	<input type="checkbox"/>

### Finally

Is a bias evident in the course material/activity? Can it be shifted to be more inclusive?

(Source:

[http://www.utas.edu.au/tl/supporting/inclusive/inclusive\\_checklist.doc](http://www.utas.edu.au/tl/supporting/inclusive/inclusive_checklist.doc), accessed 25 May 2007)





## Section 4 Improving practice by teaching in an inclusive way





# Section 5

Promoting a culture  
of learning



## Section 5 Promoting a culture of learning

This section aligns with element 4 and performance criteria 5.3 and 5.4







### Introduction

This section takes a more holistic approach that reflects the workplace more accurately than using an element-by-element approach, as the previous sections have done. This approach will suit some participants better and in the quest for approaches that include everyone and exclude nobody, this is one which participants and facilitators should have in their repertoires.

The theme of this section is not just implementation but inculcating or making it happen, making inclusive learning part of the culture of your workplace. In Section 4 we talked about teaching practice and how to do it – the main purpose of this guide. However, knowing how to be inclusive and having support for inclusiveness in the form of people, policies, equipment (Section 3 of this guide) is wonderful and all very well, but making it happen may still be a whole other thing in your workplace.

### Issues to incorporate

This section's 'issues to incorporate' have been categorised under these three headings:

- planning future pathways and self-evaluation
- experiencing and learning from existing good practice
- updating official strategies and policies.

### Planning future pathways and self-evaluation

Participants need to know the importance of evaluating their practice and planning future pathways to learn and absorb so that inclusive practice becomes automatic to them.





Many of the issues related to personal development, planning and progress can be found in earlier sections of this guide.

They include the need to:

- know your demographics Section 1
- understand the impact of discrimination Section 1
- adhere to the principles of inclusiveness Section 1
- listen actively Section 2
- use appropriate language Section 2
- set reasonable expectations Section 2
- utilise resource material Section 3
- capitalise on Internet access at work Section 3
- seek advice from support personnel Section 3
- build communications and relationships Section 4
  - greetings
  - voice
  - responding
  - thanks
  - acknowledging
  - encouraging input.

**Note: Within those sections are activities and handouts that, as facilitator, you can use at a time that best fits your training design.**





## Experiencing and learning from existing good practice

Participants need to:

- have access to relevant professional development available to them (refer to activities in Section 3)
- have the opportunity to observe good practice
- hear about good practice (refer back to **Handout: Successful teaching practices**)
- constantly evaluate their own practice
- applaud good practice, formally and informally. Vehicles to spread the good news include your organisation's intranet, staff meetings, any newsletters or other promotional tools. It is important to reinforce the value of informal praise and acknowledgement to your participants.

### Activity: Making the most of existing good practice

This activity has three parts and could be used to support delivery or be incorporated into the assessment of this unit.

#### Part 1 SWOT analysis

How strong are the participants in terms of inclusive practice? Ask each participant to evaluate their own inclusive practice by undertaking a SWOT analysis (strengths, weaknesses, opportunities, threats) of their own practice and credentials. Use **Handout: SWOT analysis**.

#### Part 2 Personal development plan

Using **Handout: A personal development plan (PDP)** as background, explain to participants that they are going to compile a personal development plan (PDP) to improve their inclusive practice.





Explain that:

- although it looks like it requires only a couple of sentences to complete, it can be a substantial exercise
- it will provide participants' objectives for the next part of this activity (Determining the strategies)
- participants' SWOT analyses will provide the details of how they are going to go about their self-evaluation and undertake their personal development.

### Part 3 Determining the strategies

The next step is to determine the strategies that participants could use to facilitate and implement personal development. Remembering the focus is on **their** inclusive practice, ask them the following questions.

- How can you use your strengths to take advantage of the opportunities you have identified?
- What do you need to do to overcome the weaknesses you identified?
- How can you use your strengths to overcome the threats you identified?
- How can you minimise your weaknesses to overcome the threats you identified?

Remind participants to always be honest with themselves in such an analysis and that it may help them to seek the support of their managers in this process.





## Updating official strategies and policies

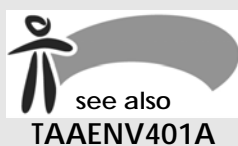


Things change – learner profiles, learner numbers, the physical environment, equipment available. These changes may result from government funding or government policy. Government policy may mean that youth programs have been introduced in the last few years, high school campuses may have been consolidated, the number of Indigenous students may have increased markedly or a particular ethnic group may have settled in the vicinity.

If participants think about their practice in the ways outlined in Section 4, they will become aware of whether they need to change strategies. Also, if trainers are encouraged to involve themselves in professional development and other learning opportunities of good practice, the acquired learning will inform their practice and ongoing developments of inclusive strategies.

### Activity: Good practice examples

Distribute **Handout: Laura and Jane's story**. What examples of good practice are in the story? What other things would an inclusive trainer do to create a fair learning environment?





## Proposing change

Your workplace may have well-qualified, well-intentioned staff, trying to do the right things. They may do everything they believe they can to encourage an inclusive culture. They may address all the issues outlined but without the support of higher management their efforts may be isolated and not instrumental in facilitating an inclusive learning culture. It is important that all opportunities to promote inclusive teaching strategies across your organisation are taken up.

Discuss with participants how to propose change, and the ways to go about doing so.

### Activity: Revisiting policy

Remembering **Handout: Laura and Jane's story**, distribute a copy of your organisation's access and equity policy to participants. Discuss:

- when the policy was written
- any changes to demographics that have occurred in the meantime
- any groups that it does not include
- consequent changes that are needed to the policy.

**Resource required: Your organisation's access and equity policy**

### Activity: Obtaining management support

Discuss with participants how to get management support and maintain an inclusive approach.









## Section 5 Handouts to use





**Handout: SWOT analysis**

**Strengths**

**Weaknesses**

**Opportunities**

**Threats**





**Handout: A personal development plan (PDP)**

A personal development plan (PDP) contains the following information.

**1. Personal appraisal**

I need to make my practice more inclusive until it becomes automatic.

**2. Organisation's demands**

I need to adhere to standards and organisational policies regarding inclusion.

**3. The demands of my position**

I need to be able to .....

.....

.....

.....

.....

**4. Individual demands**

I need to be in a position of.....

.....

.....

.....





**5. Career plans**

At work I want to become a .....

.....

.....

.....

.....

**6. Life plans**

I want to do/be.....

.....

.....

.....

.....





### **Handout: Laura and Jane's story**

Laura and Jane are enrolled in the youth program at Aussie TAFE. They had missed a full year of school before they decided to try TAFE. They sit together and are participating fully. Jane is excelling in horticulture so much that other trainers are aware of her outstanding results. She is very excited because the horticulture trainer is encouraging her to pursue her talent and is assisting her with pathways and employment possibilities in the local industry.

Laura says their English trainer makes work 'fun'. 'He knows we're gay and on Mondays when we're all talking about the weekend he doesn't say things that make us feel different. He always says 'partner' not 'boyfriend' or 'girlfriend'. He's good like that 'cos there's also straight people in the class who are living together but they're not married.'

Laura and Jane are only 17 and are homeless. Although they were both conscientious, hard-working students at high school, they left school early, because they felt excluded. As a couple for the last two years, their school felt that holding hands in the yard was too demonstrative, resulting in admonishment by the school authorities and discrimination by fellow students.

Theirs is the first openly same sex couple in the new youth program at Aussie TAFE. The relationship is treated the same as any other relationship is, and has been accepted. Laura and Jane feel included and they and their peers are all engaged in learning.









# Appendices



## Appendices

Appendix 1 Unit of competency map

Appendix 2 Issues, activities, and handouts matrix

Appendix 3 Possible assessment tasks

Appendix 4 Bibliography





## Appendix 1 Unit of competency map

The following map outlines how this guide addresses the elements and/or performance criteria of the unit of competency.

Section in the guide	Element from unit of competency	Performance criteria from unit of competency
1. Knowing your learners		1.1, 1.2
2. Taking diversity on board	2	1.3, 1.4, 1.5
3. Utilising support	3	
4. Improving practice by teaching in an inclusive way		5.1, 5.2
5. Promoting a culture of learning	4	5.3, 5.4





## Appendix 2 Issues, activities and handouts matrix

### Section 1 Knowing your learners

Issues and activities	Page	Handouts and other resources	Page
Knowing the groups covered by legislation <b>Activity:</b> Individual differences	15	What are the Disability Standards for Education?	26
Recognising diversity <b>Activity:</b> Additional learning requirements	17	Learner profiles	27
Knowing your demographics <b>Activity:</b> Demographic impact	18		
Knowing the main skills affected by learning disability <b>Activity:</b> Considerations for written work	19	Effects of disability on learning	29
Being aware of perceptions <b>Activity:</b> Be aware of perceptions	21	Learner profiles Sally's story	27 31
Understanding the impact of exclusion <b>Activity:</b> Steve's assessment task	21		
Including one will mean including more <b>Activity:</b> Include one and all	23	Anne in the computer lab	32





## Section 2 Taking diversity on board

Issues and activities	Page	Handouts and other resources	Page
Introduction <b>Activity:</b> Diversity in groups	36	Andrew's students' needs Outcomes of the story	46 48
Adhering to the organisation's access and equity policy and procedure <b>Activity:</b> Access and equity policies – inclusive practice	37	Facilitators and participants need a copy of their organisation's access and equity policy	
Integrating the principles of inclusiveness into all work practice <b>Activity:</b> Analysing principles <b>Activity:</b> Contextualising principles	38	Successful teaching practices Principles which underpin inclusive practice	49 52
Making reasonable adjustments <b>Activity:</b> Barriers to learning <b>Activity:</b> Inclusive teaching for learners with disability <b>Activity:</b> Reasonable adjustments and accommodations	41	Sally's story Sally's story again Need to show video <i>Inclusive teaching for students with disabilities</i> Accommodations and reasonable adjustments Making reasonable adjustments Learner profiles	31 53  54 55 27







Using appropriate language <b>Activity:</b> Language and terms	43	Language as a barrier	57
Establishing a set of expectations with learners <b>Activity:</b> Expectations with learners	44	Mutual expectations	58





### Section 3 Utilising support

Issues and activities	Page	Handouts and other resources	Page
Utilising available resource material <b>Activity:</b> Utilising available resource material	62		
Capitalising on Internet access at work <b>Activity:</b> Capitalising on the Internet	63	Dyslexia and fonts Vision Australia's preferred fonts	70 71
Seeking advice from support personnel <b>Activity:</b> How support services can help <b>Activity:</b> Engaging support staff	64		
Considering the physical environment <b>Activity:</b> Physical environments	65	Anne in the computer lab	32
Using adaptive technologies to include those with additional learning requirements <b>Activity:</b> Adaptive technologies	66	Adaptive technologies Useful websites on adaptive technology	72 73
Remembering occupational health and safety in the training room <b>Activity:</b> OH&S issues	67	OH&S and inclusive practice in Brian's group	74





## Section 4 Improving practice by teaching in an inclusive way

Issues and activities	Page	Handouts and other resources	Page
Communicating and relationships <b>Activity:</b> Acknowledging, encouraging and recognising <b>Activity:</b> Intervening	77	Matthew and the scale of intervention	88
Designing learning programs to meet learner needs <b>Activity:</b> Lesson and assessment planning	80	Thommo's story	89
Incorporating inclusive practices into work practices <b>Activity:</b> How adults learn <b>Activity:</b> Effective work practices <b>Activity:</b> Learning differences <b>Activity:</b> Indigenous Australians and learning preferences <b>Activity:</b> Assessment strategies <b>Activity:</b> Evaluate your own practice	81	How adults learn Ways we learn Effective delivery practice Written expression strategies for learners Written expression strategies for trainers Craig's story <i>In my shoes</i> resource Inclusive learning checklist	90 92 94 95 97 99 100





## Section 5 Promoting a culture of learning

Issues and activities	Page	Handouts and other resources	Page
Experiencing and learning from existing good practice <b>Activity:</b> SWOT analysis <b>Activity:</b> Personal development plan <b>Activity:</b> Determining the strategies	106	SWOT analysis A personal development plan (PDP)	112 113
Updating official strategies and policies <b>Activity:</b> Good practice examples	108	Laura and Jane's story	115
Proposing change <b>Activity:</b> Revisiting policy <b>Activity:</b> Obtaining management support	109	Laura and Jane's story Facilitators need a copy of their organisation's access and equity policy	115





### **Appendix 3 Possible assessment tasks**

Explain to participants that the assessment task they choose and submit must constitute approximately two (2) hours work.





### Assessment task 1 Recognising diversity

1. Draw up about 15 pages (landscape) into three columns.
2. Brainstorm as many areas of diversity as you can and make each one a heading on one of your pages. Note that disability is not just one area, but needs to be broken down into the key areas, for example, medical conditions, psychiatric conditions, neurological disorders, physical impairments, sensory impairments such as vision or hearing, acquired brain injury.
3. Write 'Barriers' as your heading for column 1. In that column, list the barriers to learning that might occur for each group.
4. In column 2, consider how trainers might, through their practices for the whole group, eliminate barriers for individuals within the group.
5. In column 3, for the barriers that are not addressed, consider alternative ways a trainer could consider in assisting to remove the remaining barriers.

This is where specialist services and reasonable adjustments might come in, and this is an example of how that is the last step if we are working inclusively and not the first step – this could lead into the services and supports available.







## **Assessment task 2 Research a particular disability and how it could impact on a person's ability to learn**

Suggest this for participants who need assistance with a learner with disability. A lot of people are familiar with terms such as 'autism', 'ABI' and 'dyslexia' but don't actually know how they affect a person's ability to learn.

Participants have to research the disability and then suggest teaching strategies that a trainer could use to assist the learner with disability to learn more effectively, as well as where people can get further information about that particular disability.

Participants are required to present, using a variety of methods, to you as assessor. As part of that presentation, they need to prepare a one page handout that can be given to other participants as a summary of their findings, and one that will help the other participants in the delivery of their training.





### Assessment task 3 Assessing learners with additional learning requirements

#### Scenario A The age of the group

You are teaching several modules in an information technology course to a new group of learners. You have been informed that the majority of the learners are mature-aged and there are also two young people aged 15 years. They are recent school leavers and have had a tenuous relationship with education for several years.

1. Highlight issues that age difference might bring up for the learner group.
2. Discuss how you might ensure that all members of the group are **valued** and given equal opportunity to succeed.
3. Explain strategies you might use to encourage a cohesive learning environment for all learners.
4. How could you, as a trainer, modify your teaching and assessment practices to accommodate particular needs for these learners?

#### Scenario B Leanne's return to study

Leanne, a learner in your group, is not keeping up. You approached her while she was on her own and asked if she needed assistance. She appeared quite distressed and told you that when she studied a couple of years ago she didn't seem to have any trouble at all, but this time she's having trouble concentrating and retaining information. She says she feels like she should throw it in as she doesn't like feeling stupid.





1. There are a number of things that could be going on with Leanne. Outline the steps you might take to assist her to identify what the barrier to her full participation might be.
2. Assume that the difference is that Leanne is currently on medication which she wasn't on when she studied last. A check with her GP informs you that her medication does impact on concentration and comprehension. It is imperative that Leanne stays on the medication. She is also now keen to finish the course. What are some inclusive teaching and assessment strategies or 'reasonable adjustments' that you could implement to assist her to continue?
3. Explain how the accommodations you make will level the playing field for Leanne and how they do not detract from the academic integrity of the course.
4. Explain how you determined the 'inherent requirements' of each module.

### **Scenario C Online work**

You have been asked to develop an online module for a group of learners that is mixed in age and ability. The online module is tailored to a particular industry and will be accessed by current employees. You have little knowledge of the employees' academic abilities or information technology ability but you have been told that they will be able to access computers in the workplace.

1. Discuss what you might need to consider before you begin to develop the online module.
2. Explain how you will go about gathering information and a general understanding of the group that will participate in the module.





3. Highlight some issues that might arise, for example, people who have English as a second language, and how you would build inclusive strategies into your module to alleviate barriers for these individuals.
4. Explain what these strategies are and how you will implement them, incorporating principles of managing inclusively.
5. Include how you, as a trainer, could offer flexible assessment methods to the learners, and provide an example of a flexible assessment through online participation.

(Source: Fry 2007)





## Assessment task 4 Making the most of existing good practice

Refer to **Activity: Making the most of existing good practice** in Section 5 for details.





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